

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

PRELIMINARY BOARD MEETING AGENDA

Ramada Inn Governor House
Washington Room
621 Capitol Way South, Olympia
January 15, 2004

*Approximate
Times*

Tab

1:30 p.m.	WELCOME AND INTRODUCTIONS <ul style="list-style-type: none">• Bob Craves, HECB Chair	
	Adoption of December Meeting Minutes	1
1:45 p.m.	Director's Report and Legislative Update <ul style="list-style-type: none">• Update on 2004 strategic master plan• Update on HB 2076 study of HECB agency responsibilities• Update on HB 2111 institution performance contracts• 2004 HECB legislative agenda	2
2:45 p.m.	Governor's 2004 Supplemental Budget Requests <ul style="list-style-type: none">• Office of Financial Management	3
3:15 p.m.	Presentation from the Washington State Competitiveness Council <ul style="list-style-type: none">• Council members	4
3:45 p.m.	Presentation from the League of Education Voters <ul style="list-style-type: none">• Lisa MacFarlane, president, League of Education Voters	5
4:15 p.m.	State Need Grant Update <ul style="list-style-type: none">• HECB staff briefing	6
4:45 p.m.	Financial Aid Workgroup Recommendations <ul style="list-style-type: none">• HECB staff briefing	7
	PUBLIC COMMENT	
5:45 p.m.	ADJOURNMENT	

HECB 2004 Meeting Calendar

Date	Location
Feb. 17, Tues.	State Investment Board, Olympia
March 25, Thurs.	State Investment Board, Olympia
April 22, Thurs. (Board Retreat)	TBA
May 20, Thurs.	WSU, Vancouver
July 22, Thurs.	Eastern Washington University, Cheney
Sept. 23, Thurs.	State Investment Board, Olympia
Oct. 21, Thurs.	Seattle Central Community College
Dec. 9, Thurs.	Tacoma Community College

If you are a person with disability and require an accommodation for attendance, or need this agenda in an alternative format, please call the HECB at (360) 753-7800 as soon as possible to allow us sufficient time to make arrangements.



January 2004

Minutes of December 3 Meeting

HECB Members Present

Mr. Bob Craves, chair
Dr. Gay Selby, vice chair & policy chair
Mr. Miguel Bocanegra
Mr. Gene Colin
Ms. Roberta Greene, financial aid chair
Ms. Ann Ramsay-Jenkins, secretary
Mr. Herb Simon, fiscal chair
Dr. Sam Smith
Dr. Chang Mook Sohn

Welcome and introductions

Following Board introductions, Chairman Bob Craves welcomed Dr. Kenneth Minnaert, president of South Puget Sound Community College. Pres. Minnaert spoke about the college's continuing rapid growth. In addition to its Continuous Learning Center at Hawks Prairie, a child and family center is currently under construction at the main campus, and plans for a new humanities building are underway. Pres. Minnaert described some of SPSCC's programs and successes, including the school's high percentage of graduates who successfully transfer to The Evergreen State College. Finally, Pres. Minnaert attributed SPSCC's burgeoning worker retraining programs to the school's close work with the community and the support of local businesses.

Consent agenda items

ACTION: Gene Colin moved for consideration of all consent agenda items, with a second from Roberta Greene:

- The minutes of the Board's October meeting;*
- The 2005-07 operating and capital budget guidelines; and*
- A new degree program, BA in Psychology @ WSU.*

All three consent agenda items were unanimously approved.

HECB Executive Director search

Craves provided a brief update on the Board's search for its permanent executive director. The six candidates chosen by the Search Committee are scheduled for interviews with the full Board, and final selection is anticipated before the end of the year.

Director's report

Interim Executive Director Ruta Fanning said that the HECB continues to work with, and closely monitor, various ongoing higher education-related initiatives that have the potential to affect and inform the strategic master plan. Among these are the National Collaborative for Postsecondary Education, which is conducting audits around the country; the Governor's Competitiveness Council, which is expected to release a report shortly; and the League of Education Voters, which is advocating a K-16 view of education and is recommending that a trust fund be established for higher education.

Interim Strategic Master Plan for Higher Education

Policy Chair Gay Selby described the major assumptions that guided development of the Board's draft strategic master plan. Ruta Fanning discussed the elements of the plan, highlighting the key recommendations and additions/revisions from earlier drafts that were prompted by feedback received at the Board's November public hearings in Spokane and SeaTac.

Fanning announced that since more comments and feedback are expected on the draft interim plan, the Board would not take action during the Dec. 3 meeting. Instead, a special meeting of the Board will be scheduled to approve the plan by Dec. 15, when the document must be submitted to the Legislature and Governor.

Superintendent of Public Instruction Terry Bergeson presented her comments on the strategic plan. She suggested adding strategies that would "increase connections between higher education and K-12" and that would expand "the availability of dual-credit programs offered in our state's high schools."

Members of the HB 2076 legislative work group also provided comments, and along with Bergeson, engaged in a discussion with the Board. Two of the major issues discussed were governance and funding. Legislators present were: Sens. Don Carlson and Jeanne Kohl-Welles and Reps. Phyllis Kenney, Skip Priest, and Mark Miloscia.

- Governance - pros and cons of consolidating the three boards (HECB, State Board for Community and Technical Colleges, Workforce Training and Education Coordinating Board); barriers in the current system; the need for a strong, common voice; governing board vs. a coordinating board.

Sam Smith reminded the Board that when the HECB was first established, it was understood at that time that its functions and responsibilities would be later reviewed, and that the Legislature would be involved in the process. Smith said the HECB currently has a lot of responsibilities but not enough authority. Sen. Don Carlson said funding is key,

and if the HECB does not have control over funding, it has no authority. He added that governance needs to be discussed, suggesting that HECB membership be broadened to include representatives from the public and private colleges and universities, as well as the K-12 system. Rep. Kenney agreed that the governance issue needed more thought, and said she doubts that anything will be done in the coming legislative session.

- **Funding** – Various options are being discussed. Some think business should pay; others believe citizens would agree to increased taxation (sales or income tax) if they understood the crisis and the benefits of increased funding for higher education.

Chang Mook Sohn asked for “champions” who will secure funding for higher education. Rep. Skip Priest said a lack of coordination undermines the ability of “champions” to ask for funds. “We are prepared to lead the fight for higher education, but need a concrete plan that addresses the specifics of the issues we are fighting for,” he said. For instance, how would the money be used, and what are the expected outcomes?

Rep. Mark Miloscia agreed that the higher education community must hold itself accountable to measures and outcomes, and that there must be continuous improvement on a “team” basis. Sen. Carlson said he would like to see learner outcomes in the plan. Rep. Kenney said the plan must show where the money is going to come from, and how it would be governed.

On other issues, Sen. Jeanne Kohl-Wells stressed the need to lay out a plan from pre-K to higher education; to increase opportunity for all demographic groups -- including older, non-traditional students; not to lose sight of the value of a liberal arts education; and to conserve the quality of education. Rep. Kenny and Sen. Carlson stressed the importance of articulation and transferability.

Everyone agreed the master plan is a work in progress, and that continuing dialogue among all concerned sectors must continue. The final plan must be submitted to the Governor and the Legislature in June 2004.

Supplemental budget requests

Fiscal Chair Herb Simon said that in addition to the six supplemental capital budget requests that the Board had approved at its October meeting, five more capital requests and one operating budget request were received by staff and reviewed by the Fiscal Committee in November.

Jim Reed and John Fricke, HECB associate directors for fiscal and policy, summarized the additional capital and operating supplemental budget requests. The Fiscal Committee recommends approval of these requests.

ACTION: *Herb Simon moved to consider Res. 03-38, approving the institutions’ supplemental budget requests. Ann Ramsay-Jenkins seconded the motion, which was unanimously approved.*

After the Fiscal Committee's meeting in November, additional supplemental budget requests were received from Central Washington University, Western Washington University, and The Evergreen State College. Although the Fiscal Committee has not had time to review these proposals, staff recommended that the Board support the institutions' efforts to seek legislative consideration of these items.

ACTION: *Herb Simon moved to consider Res. 03-40, expressing the Board's support of the institutions' efforts to seek legislative consideration of these additional supplemental budget requests. Chang Mook Sohn seconded the motion.*

Board members expressed concern about considering requests that are received long past the deadline (even with extenuating circumstances), as well as approving requests that have not been reviewed by the committee. Herb Simon clarified that Res. 03-40 does not approve the requests, but merely endorses them to the Legislature.

Res. 03-40 was approved, with Sam Smith abstaining from the vote.

Tuition and fee report

State law directs the HECB to recommend state tuition and fee policies to the Governor and the Legislature. As part of its analysis, Board staff conducts an annual survey of tuition and fee rates at public colleges and universities in all 50 states to determine how Washington's tuition and fees compare both nationally and with other Western states. In addition, staff examines how tuition and fees at individual Washington institutions contrast with tuition and fee charges by comparable institutions nationwide.

HECB Policy Analyst Kathy Raudenbush and Senior Associate Director Gary Benson presented the preliminary results of the 2003-04 survey. Among their findings:

- Washington resident undergraduates pay somewhat less than the national average for tuition at the four-year institutions, and about the same as the national average at the community and technical colleges.
- Tuition rates at Washington institutions are less than the average tuition at peer institutions, and higher than in most Western states.
- Washington's rank among states and peers has remained steady over the years. For example, the UW ranked 23rd nationally in 2000, and ranks 25th today.
- Significant spikes in tuition have occurred in every recession since the 1970s, and that cycle appears to be repeating.
- Over the last 10 years, tuition and fees have increased 92 percent at the UW. Nationally, average tuition and fees have increased 84 percent.

Accountability report

The state operating budget directs the HECB to review institution accountability plans and set biennial performance targets for each institution. HECB Associate Director Nina Oman reported on the efforts undertaken by the institutions in 2001-03, as well as strategies the institutions have planned for 2003-05.

Board members questioned the value of reviewing and approving institutional targets without additional information. They debated whether to:

- Forward the measures to the Legislature without Board action;
- Approve the measures, and at the same time, express concern to the Legislature about the process; or
- Not approve the report.

One member asked if it would be appropriate to request that the accountability report be eliminated from the budget language.

Dr. Fred Campbell, UW dean and vice provost emeritus for undergraduate education, cautioned against taking accountability out of the budget language. He said the institutions have to be accountable and it's not easy to figure out how or what constitutes successful performance. Although the current measures are difficult to accomplish, they are actually useful to the institutions for their own internal use. However, he thinks that over time, more robust measures will have to be developed.

WSU Associate Vice Provost for Academic Affairs Jane Sherman said a one-year accountability time frame is hard to meet, but agreed with Campbell that the measures are useful to the institutions. She acknowledged that it's not easy for others to see what the institutions are doing.

ACTION: *Gay Selby moved to adopt Res. 03-39, which will be amended as follows:*

- *Strike the word "approves" from the first recommendation and insert "reviewed";*
- *Keep the second recommendation to change the deadline for the submission of accountability plans and data to December; and*
- *Delete the third recommendation.*

In addition, a letter will be sent to the Legislature expressing the board's concerns.

Roberta Greene seconded the motion, which **passed with five affirmative votes from Selby, Greene, Craves, Jenkins and Bocanegra**. The four negative votes came from Colin, Smith, Simon and Sohn.

The meeting was adjourned at 12:25 p.m.

Minutes of December 15 Meeting

HECB Members Present

via teleconference

Dr. Gay Selby, vice chair & policy chair
Mr. Miguel Bocanegra
Mr. Gene Colin
Ms. Roberta Greene, financial aid chair
Ms. Ann Ramsay-Jenkins, secretary
Mr. Herb Simon, fiscal chair
Dr. Chang Mook Sohn

HECB vice chair and policy chair Gay Selby chaired this special meeting, which was called to discuss the final draft of the interim strategic plan and to allow the Board to take action.

Interim Executive Director Ruta Fanning discussed the plan's key recommendations and goals, including revisions to the draft plan that were presented to the Board in October and on Dec. 3rd. The Dec. 15 interim plan reflects public testimony and other feedback from higher education stakeholders. These included:

- Slide 3 A fourth recommendation has been added to emphasize efficiency and institutional flexibility. ***“Improve higher education efficiency and provide colleges with flexible management tools to fulfill their missions and meet public expectations.”***
- Slide 35 Strategy “F” has been added to ***“improve K-12 / higher education linkages to promote student success in college.”***
- Slide 36 The second bullet of the governance recommendation has been amended to read: ***“The state should review governance options and consider consolidating the higher education functions performed by the HECB, SBCTC and WTECB into one state governing board.”***
- Slide 38 This final slide was added to emphasize the “interim” nature of the plan until the final plan is submitted to the Legislature in June 2004. More feedback and direction from the Legislature are expected while the HECB continues to develop strategies and cost estimates of the elements contained in the plan.

Miguel Bocanegra asked why the interim plan was not amended to reflect the students' opposition to local tuition control. Gay Selby explained that local tuition control is current HECB policy and has been in place for about two years. If it is the Board's wish to revisit this issue, the Policy Committee will review the current policy and make a recommendation to the

Board. Roberta Greene said she and Stacey Valentin, the former student Board member, also disagree with local tuition control. However, she reminded the Board that the Legislature passed a bill last session granting local tuition-setting authority to institutions for six years. Ruta Fanning said state laws override HECB policy. Ann Ramsay-Jenkins explained that since institutions do not get sufficient state budget support, they have no choice except to increase tuition, so they have been granted this flexibility.

ACTION: Miguel Bocanegra moved to strike from the resolution the phrase “student-centered approach to higher education decision-making” in view of the fact that the students’ opposition to local tuition-setting authority has not been reflected in the amended interim plan. Roberta Greene seconded the question, which failed on a 2-5 vote. The “nay” votes came from Selby, Jenkins, Colin, Simon and Sohn.

ACTION: Gene Colin moved to consider Res. 03-41, adopting the 2004 Interim Strategic Master Plan. Ann Ramsay-Jenkins seconded the motion, which passed on a 5-2 vote. Bocanegra and Greene gave the opposing votes.

Submission of the interim plan to the Governor and the Legislature is the first step in the process that will culminate with submission of the final strategic master plan in June 2004. Fanning said a joint concurrent resolution will be passed by the Legislature to approve the interim strategic master plan during the 2004 legislative session.

The board also reviewed the transmittal letter that would accompany the interim strategic master plan, and raised no concerns or objections.

Meeting adjourned at 9:45 a.m.



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RESOLUTION NO. 03-36

WHEREAS, The Higher Education Coordinating Board (HECB) is required by statute (RCW 28B.80.330(4)) to review, evaluate, and make recommendations on the operating and capital budget requests of the public four-year colleges and universities and the community and technical college system; and

WHEREAS, These recommendations are to be based upon the role and mission statements of the institution, and the state's higher education goals, objectives, and priorities as expressed in the strategic master plan for higher education; and

WHEREAS, The Higher Education Coordinating Board is also required by statute to distribute budget guidelines, which outline the Board's fiscal priorities, by December of each odd-numbered year; and

WHEREAS, The Higher Education Coordinating Board reviewed the draft operating and capital budget guidelines for the 2005-2007 biennium at its meeting on October 29, 2003, and these draft guidelines have been distributed for review and comment by the institutions; and

WHEREAS, HECB staff has discussed the draft guidelines with the Board's Fiscal Committee and representatives of the public four-year institutions and the State Board for Community and Technical Colleges;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the 2005-2007 Operating Budget Guidelines and the 2005-2007 Capital Budget Guidelines.

Adopted:

December 3, 2003

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary





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RESOLUTION NO. 03-37

WHEREAS, Washington State University has requested to establish a Bachelor of Arts in Psychology; and

WHEREAS, The program is consistent with the University's role and mission and the Higher Education Coordinating Board's goal to increase access to upper-division programs; and

WHEREAS, The program will prepare individuals with the skills and knowledge sought by numerous employers; and

WHEREAS, The program will be supported through existing resources and the costs are reasonable for this type of program;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the Washington State University request to establish a Bachelor of Arts in Psychology, effective December 3, 2003.

Adopted:

December 3, 2003

Attest:

Bob Craves, Chair

Ann-Ramsay Jenkins, Secretary





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RESOLUTION NO. 03-38

WHEREAS, It is the responsibility of the Higher Education Coordinating Board to recommend higher education funding priorities to the Governor and the Legislature; and

WHEREAS, Central Washington University, Eastern Washington University, and the University of Washington have requested additional state funds in the fiscal year 2004 supplemental capital budget; and

WHEREAS, Central Washington University has requested additional state funds in the fiscal year 2004 supplemental operating budget; and

WHEREAS, The Board's Fiscal Committee reviewed the supplemental operating and capital budget requests during its November 17, 2003 meeting; and

WHEREAS, The Fiscal Committee has recommended that the full Board approve the requests on December 3, 2003;

THEREFORE, BE IT RESOLVED, That the Board adopts the recommendations of the Fiscal Committee with respect to the supplemental operating and capital budget proposals for the 2004 legislative session; and

BE IT FURTHER RESOLVED, That the Board directs staff to forward those recommendations to the Governor and the Legislature.

Adopted:

December 3, 2003

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary





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RESOLUTION NO. 03-39

WHEREAS, In its 2003-05 biennial budget, the Legislature directed the public baccalaureate institutions to prepare accountability plans for the 2003-05 biennium to achieve measurable and specific improvement each academic year as part of a continuing effort to make meaningful and substantial progress towards the achievement of long-term performance goals; and

WHEREAS, The Higher Education Coordinating Board gives responsibility to the institutions for setting meaningful targets; and

WHEREAS, The Board has reviewed the summarized plans for each institution, describing efforts implemented in 2001-03, performance data through 2002-2003, and strategies and targets planned for 2003-05; and

WHEREAS, The Board recognizes that the current accountability calendar, where plans are due (in August) prior to data availability (in October), is problematic;

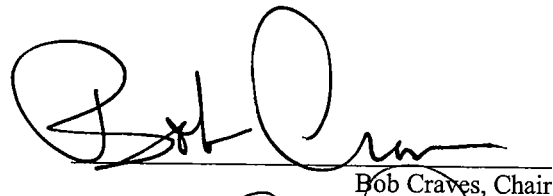
THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board has reviewed the targets set in the 2003-05 accountability plans by each institution; and

BE IT FURTHER RESOLVED, That the Higher Education Coordinating Board recommends that the Legislature change the current deadline for submission of accountability plans and data to December.

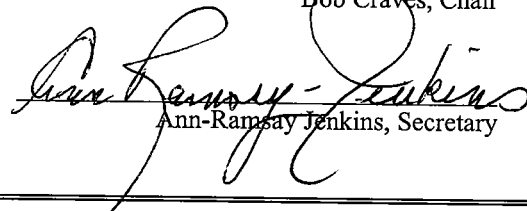
Adopted:

December 3, 2003

Attest:



Bob Craves, Chair



Ann-Ramsay Jenkins, Secretary



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RESOLUTION NO. 03-40

WHEREAS, It is the responsibility of the Higher Education Coordinating Board to recommend higher education funding priorities to the Governor and the Legislature; and

WHEREAS, Subsequent to the November 17, 2003 meeting of the Board's Fiscal Committee, Central Washington University, Western Washington University, and The Evergreen State College submitted additional supplemental capital requests; and

WHEREAS, Due to the timing of the receipt of these budget requests, the Board's Fiscal Committee has not had the opportunity to review the projects and prepare a recommendation; and

WHEREAS, The Board has been briefed on these additional supplemental requests and feels they are worthy of consideration by the executive and Legislature;

THEREFORE, BE IT RESOLVED, That the Board supports efforts by Central Washington University, Western Washington University, and The Evergreen State College to seek consideration of their respective supplemental capital budget requests in the 2004 legislative session.

Adopted:

December 3, 2003

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary



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Resolution No. 03-41

WHEREAS, State law directs the Higher Education Coordinating Board to prepare a strategic master plan for higher education every four years; and

WHEREAS, The Legislature and Governor enacted a bill during the 2003 session (House Bill 2076) to establish the legislative work group that has provided valuable input into the development of the 2004 interim strategic master plan; and

WHEREAS, HB 2076 directs the HECB to submit the 2004 interim strategic plan to the Legislature and Governor by December 15, 2003 and, following legislative consideration, to submit the final plan in June 2004; and

WHEREAS, The Board presented its draft interim plan during its meeting on October 29, 2003, and conducted public hearings on the draft plan on November 10 in Spokane and on November 13 in SeaTac; and

WHEREAS, The Board has considered the testimony presented at the public hearings and has made several revisions that have improved the draft plan; and

WHEREAS, The board has articulated mission, vision and value statements for higher education in Washington and has expressed its support for a student-centered approach to higher education decision-making, increased management flexibility for colleges and universities, and stronger regional collaboration to address education needs and problems; and

WHEREAS, The interim plan establishes two key goals for the state's college and university system by 2010, to (1) increase by 20 percent the total number of students who earn college degrees and job training credentials each year, and (2) increase the responsiveness of the higher education system to the state's economic needs; and

WHEREAS, The interim plan articulates several strategies for achieving the goals that address enrollment increases; improved efficiency; innovation in service delivery; funding, tuition and financial aid; economic responsiveness; and improved linkages between the state's higher education and K-12 education systems;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board adopt the interim plan as presented at its special meeting on December 15, 2003, and transmit it to the Legislature and Governor.

BE IT FURTHER RESOLVED, That the HECB expresses its thanks and appreciation to the many people and organizations who have participated in the development of the interim strategic master plan and who the Board hopes will continue to be involved in the development of the final plan.

Adopted: Dec. 15, 2003

Attest:

Bob Craves, Chair

Ann Ramsay-Jenkins, Secretary



2004 Legislative Session Report

January 2004

BACKGROUND

The Washington Legislature convened the 2004 session on Monday, January 12. This report presents a summary of higher education issues that are receiving legislative consideration during the 60-day regular session.

2004 LEGISLATIVE ISSUES

Supplemental Operating and Capital Budgets

The Legislature is expected to revise the 2003-05 operating and capital budgets that were enacted last spring. Governor Locke has proposed supplemental budgets that place a high priority on K-12 and higher education. The Governor's higher education budget proposals are included under Tab 3 of the Board's agenda packet.

Strategic Master Plan Concurrent Resolution

Under the terms of House Bill 2076, enacted last year, the Legislature will consider a concurrent resolution to adopt or recommend changes or additions to the board's 2004 Interim Strategic Master Plan for Higher Education. The resolution will guide the Board's work in preparing the final version of the plan, which is due to the Governor and Legislature in June.

Roles and Responsibilities of the HECB

In addition to addressing the strategic master plan, House Bill 2076 also called for a legislative work group to "examine opportunities to update the roles and

responsibilities of the HECB.” Legislation is expected during the 2004 session to address the issues considered by the work group when it reviewed the Board’s current statutory responsibilities.

League of Education Voters proposal

The League of Education Voters has proposed the creation of a state Education Trust Fund, supported by an increase of 1 cent per dollar in the state sales tax, to support improvements in K-12 and higher education. The proposal was endorsed by Gov. Gary Locke in his 2004 State of the State address. A draft of the League’s proposal is included under Tab 5 of the Board’s agenda packet.

Performance Contracts

Legislation enacted in 2003 (**HB 2111**) created a legislative work group to study the feasibility of developing performance contracts between the state and public colleges and universities. The Governor’s office is working with members of the work group to design executive request legislation to establish a pilot project involving one research university, one regional university and two community and technical colleges. The Governor’s office, with assistance from the HECB, would develop a performance contract with each of the participating colleges.

Affirmative Action in Higher Education

Lawmakers will consider at least two bills to grant colleges and universities flexibility in considering the race, color, ethnicity, or national origin of prospective students in order to maintain a diverse student population. The legislation will respond to a recent U.S. Supreme Court decision that recognizes the benefits of student diversity and permits states to develop narrowly tailored affirmative action guidelines for considering applicants for admission.

Membership on the HECB

The Senate is considering legislation (**SB 6129**) to replace several citizen members of the HECB with representatives of K-12 education and the public colleges and universities. As reviewed at a Senate Higher Education Committee hearing earlier this week, the bill by Sen. Don Carlson, R-Vancouver, would add the Superintendent of Public Instruction and a representative of the community and technical college system. An amendment is expected that would add two additional college representatives, one serving on behalf of the research

universities and the other for the regional comprehensive universities. If the original bill and the amendment were approved, the HECB would be composed of five citizen appointees, four educational representatives, and one student.

Remedial Education

Sen. Don Carlson has developed legislation (**SB 5139**) that would require recent high school graduates to pay the full cost of instruction if they require remedial education in order to do college-level work. The bill, which is aimed at addressing a problem cited by the HECB in its interim strategic plan, would apply to students who enroll in college within five years of graduating from high school.

Degree-Granting Institutions Act

Rep. Phyllis Kenney has drafted legislation (**HB 2381**) to revise the state's Degree-Granting Institutions Act, which is administered by the HECB to ensure the quality of degree-granting institutions that seek to establish operations in Washington State. The legislation is scheduled for a public hearing January 21.

Transfer and Articulation

Rep. Kenney has introduced legislation (**HB 2382**) directing the HECB to work with the public two-year and four-year colleges and universities to develop associate degrees for specific academic majors. The bill calls for development during 2004-05 of transfer degrees in elementary education, engineering and nursing. Thereafter, the Board would be required to identify and develop additional transfer degrees in high-demand fields. The bill also directs the Board to create a statewide system of course equivalency – including common course numbering – among the various colleges and universities. The bill is scheduled for a public hearing on January 20.

Guaranteed Education Tuition

The GET Committee has endorsed legislation to ensure that GET units purchased more than two years before a bankruptcy filing are excluded from personal assets and are not available to satisfy outstanding debts. In addition, the bill would enable Washington residents to purchase GET units for family members in other states.

Promise Scholarship

Sen. Don Benton, R-Vancouver, is sponsoring legislation (**SB 6165**) that would enable the HECB to establish rules under which Promise Scholarship recipients who have disabilities could use the scholarship to attend college in border counties in Oregon and Idaho.



January 2004

Governor's Proposed 2004 Supplemental Operating Budget for Higher Education

The governor's 2004 supplemental operating budget proposal increases the total state-funded higher education enrollment by as many as 5,200 full-time students. Funding is provided for as many as 2,727 students in high-demand fields such as health care, computer science, math and special education instruction. The number of state-funded general enrollments also is expanded by 2,500.

Highlights of the governor's supplemental operating budget proposal are available here:
<http://www.ofm.wa.gov/budget04/highlights/index.htm>.

The proposal includes:

- \$30 million to support up to 5,200 additional enrollments, to be distributed as follows:
 - \$10 million to the Higher Education Coordinating Board (HECB) in a high-demand competitive pool for distribution to four-year institutions. This funding is intended to support approximately 909 additional FTEs at \$11,000 each.
 - \$10 million to the State Board for Community and Technical Colleges in a high-demand competitive pool for distribution to two-year institutions. The number of FTEs to be supported by this funding will be determined after they are distributed, but the number is expected to be approximately 1,800 additional FTEs at \$5,500 each.
 - \$10 million in general enrollment funding, with \$5 million directed to the community and technical colleges to support 1,389 FTEs, and \$5 million to the four-year institutions to support 1,111 FTEs. The funds are distributed proportionally to each institution. Institutions will determine whether the additional funding will be used to add more student FTEs or to reduce the level of over-enrollment in fiscal year 2005.
- \$6.7 million to increase Promise Scholarship awards in fiscal year 2005 to bring them up to 80 percent of community and technical college tuition. (Current funding covers about 43 percent).

- \$160,000 for a new program to provide \$4,000 scholarships to 40 students for semester-long internships in Washington D.C.
- \$2 million from the Health Services Account to triple the size of the Health Professional Scholarship and Loan Repayment Program in fiscal year 2005. This funding is part of a multi-agency effort to improve rural health.
- \$3.7 million to the community and technical colleges to pay expenses related to a lawsuit regarding health benefits for part-time faculty.
- \$3 million (\$1.5 million each to the University of Washington and Washington State University) in state matching funds to leverage federal research grants in high-demand and technologically advanced fields.

Note: The only institution operating budget request recommended by the HECB was \$223,400 in facility operations and maintenance funding for the new Music Facility at Central Washington University. This request was not funded.



January 2004

Governor's Proposed 2004 Supplemental Capital Budget for Higher Education

The 2003-2005 biennial capital budget adopted in June 2004 provided a total of \$1.4 billion for financing new capital projects. Of this total, \$760 million was appropriated for the public universities and colleges, which included \$581 million in state bonds.

Governor Locke's 2004 supplemental capital budget proposes adding an additional \$168 million to the total biennial capital budget, with \$98.3 million requested for higher education. This amount includes \$89.2 from the Gardner/Evans bond account.

Provided below is a summary of the Governor's supplemental capital proposal by institution.

Governor's Proposed 2004 Supplemental Capital Budget Higher Education Summary

University of Washington	\$29,613,164
Washington State University	\$16,050,000
Eastern Washington University	\$ 8,120,012
Central Washington University	\$ 3,163,500
The Evergreen State College	\$ 1,500,000
Western Washington University	\$ 4,900,000
Community and Technical Colleges	\$34,962,749
Total	\$98,309,425

The following page lists the specific higher education projects included in the Governor's proposal.

Governor's 2004 Supplemental Capital Budget Proposal Higher Education Capital Projects

<u>Institution/Project</u>	<u>Amount</u>
University of Washington	
Life Sciences II*	\$ 2,000,000
Communications Infrastructure*	\$ 8,500,000
Emergency Power Expansion*	\$ 7,813,164
Photonics Research Laboratory*	\$ 4,300,000
Guthrie Hall Renovation*	\$ 3,000,000
Infectious Disease Laboratory*	\$ 4,000,000
Total	\$29,613,164
Washington State University	
Academic Center Building: Spokane	\$ 6,650,000
WSUnet Infrastructure	\$ 6,000,000
Wastewater Reclamation Project	\$ 3,400,000
Total	\$16,050,000
Eastern Washington University	
Senior Hall Renovation	\$ 8,120,012
Total	\$ 8,120,012
Central Washington University	
Highline Higher Education Center	\$ 2,000,000
Health, Safety and Code Requirements	\$ 450,000
Infrastructure Preservation	\$ 713,500
Total	\$ 3,163,500
The Evergreen State College	
Life Safety, Code Compliance*	-\$ 1,600,000
Lab 1 Remodel*	\$ 3,100,000
Total	\$ 1,500,000
Western Washington University	
Bond Hall Renovation*	\$ 4,900,000
Total	\$ 4,900,000
Community and Technical Colleges**	
Grays Harbor: Replacement Instructional Building	\$19,471,749
Peninsula College: Science & Technology Building Replacement	\$ 1,134,000
Bellingham Technical College: Welding/Auto Facility Replacement	\$14,357,000
Total	\$34,962,749
Total New Appropriations – Higher Education	\$98,309,425

*Projects not acted on by the HECB.

**The governor is also recommending the following three locally financed projects:

(1) Pierce College – Ft. Steilacoom: Health and Wellness Center	\$ 5,000,000
(2) Pierce College – Puyallup: Gym and Fitness Center	\$ 8,000,000
(3) Columbia Basin College: Building T Addition	\$ 8,000,000



Creating prosperity through **Education**

Governor Locke believes a good education provides the foundation for success – for individuals and for the entire state. A well-educated Washington means better, happier lives, fewer social costs and a stronger economy. Building strong public schools and state colleges and universities remains the Governor's highest priority.

The Governor's Proposal:

Strengthens higher education's role as an economic stimulus by constructing badly needed capital projects at our state colleges and universities. These investments will create family-wage construction jobs now, and by building new and renovated instructional space, provide new job opportunities for Washington residents tomorrow.

\$92.6 million Capital Budget

Increases state-funded higher education enrollment by as many as 5,200 full-time students, providing the access that citizens seek, and the well-educated, well-trained graduates that Washington businesses need to remain competitive. Funding is provided for as many as 2,727 students in high-demand fields such as health care, computer science, math and special-education instruction. The number of state-funded general enrollments also is expanded by 2,500.

\$30 million GF-State

Delivers on the promise made to more than 7,000 high-achieving students per year by doubling the grant award levels for Promise Scholarship recipients to 80 percent of the cost of community college tuition. Promise Scholarships reward students from low- and middle-income families who graduate in the top 15 percent of their high school class. High-achieving students across the state earn two-year Promise Scholarships, which may be used at any accredited college or university in Washington.

\$6.7 million GF-State

Governor Locke's Priorities for *Education*

- ✓ Increase opportunities for students and improve the business climate by boosting higher education enrollment
- ✓ Build higher education capital projects, creating jobs now and in the future
- ✓ In public schools, help struggling students and ensure fair and accurate K-12 student testing

High-Demand Enrollments

*The Governor's
Supplemental
Budget Proposal
Expands High-
Demand
Enrollment by as
Many as 2,727
New Students*

**4,346
Student
FTEs**

**1,619
Student
FTEs**

2003-2005
Budget

Governor's Proposed
Supplemental Budget

Source: Office of Financial Management

Commitment at the Grassroots

Vancouver school makes a difference

As the push continues to improve learning in Washington's public schools, some teachers, students and parents are quietly working to make their schools true places of achievement – even against long odds.

One such school is Martin Luther King Elementary School in Vancouver, where a majority of children are from low-income families, and where a large number of the children learn English as a second language.

Yet, at Martin Luther King, the 520 students are thriving.

Students' unexcused absences have dropped way down – in fact, there were none last year – and achievement test scores are rising dramatically.

In 1996, Washington Assessment of Student Learning (WASL) scores at the school were dismal. Since then, they have risen steadily, and last year was no exception. In 1996, students scored 10.5 percent in math. Last year, the WASL score was 61.3 percent. Over the same period, reading scores went from 36.4 percent to 65.6 percent, and writing scores rose from 23.2 percent to 62.4 percent.

At Martin Luther King Elementary, they are breaking the mold:

- One-on-one attention is stressed through many small, flexible instructional groupings so that a student's needs can be quickly identified and addressed.
- Reading and writing skills are a core priority.
- Each student's performance is reviewed regularly, and more attention is focused on students found to be falling behind.
- Experienced teachers mentor new teachers and teamwork is part of the curriculum.
- School rules are clear and consistently enforced. The district's zero tolerance of violence creates a place where students feel safe. Students at Martin Luther King regularly practice conflict-resolution skills.
- Parents, volunteers and community organizations are an integral part of the school, and are relied upon to ensure successful programs.

Bottom Line: Dedicated teachers, students, parents, and volunteers are working together to create a solid learning environment for school children – even in the face of serious obstacles.

Provides a catalyst to create and expand

Washington businesses by providing state research and development funding to attract or retain federal grants at state research universities. These investments, which build on recommendations of the Washington Competitiveness Council, are directed toward high-demand and technologically advanced fields. *\$3 million GF-State*

Provides additional K-12 funding to finance

increased numbers of children enrolling in Washington public schools. This school year brought 1,547 more students than anticipated. In the 2004-05 school year, enrollment is estimated to rise by an additional 3,000 students. The additional funding also covers rising student transportation costs.

\$46.7 million GF-State

Helps underachieving K-12 students who

need more assistance in reading, mathematics and writing. The Learning Assistance Program for at-risk students is improved and data-driven programs monitor school performance. Technical help is provided to schools that fail to meet academic improvement goals.

\$7.1 million GF-State

Makes sure high-stakes tests are fair and

equitable. Starting in 2008, requirements for high school graduation include passing the Washington Assessment of Student Learning (WASL) in reading, writing and math, with science added in 2010. Funding ensures that the WASL conforms to state expectations.

Opportunities to retake tests are provided, along with alternative ways for students to demonstrate mastery of state standards. Starting in 8th grade, students who don't meet standards on the WASL are the focus of plans outlining what they need to accomplish to graduate from high school. *\$1.2 million GF-State*

Competitiveness Council Phase II Recommendations

Presentation to the
Higher Education
Coordinating Board
January 15, 2004

Competitiveness Council History

- Governor convened the Washington Competitiveness Council in 2001
- Final report was issued January 2002
 - 99 recommendations for improving the business climate in Washington State
- Extraordinary effort led to remarkable results
 - 10-year transportation improvement plan
 - Permit process improvements
 - Unemployment insurance reforms
 - Simplification of the municipal business taxes

Competitiveness Council Phase II Overview

- Governor reconvened the council to focus on providing recommendations to improve Washington's:
 - Quality of human capital
 - Capacity for innovation
 - Business climate
- Four subcommittees
 - K-12 Education
 - Research, Development, and Commercialization
 - Taxes, Regulations, and Infrastructure
 - Higher Education: Access, Funding, and Workforce Training

K-12 Education Recommendations

- Adopt “Four Bills”
 - Certificate of Mastery/WASL
 - Learning Assistance Program
 - Charter Schools
 - Levy Changes
- Examine existing early childhood education programs
- Engage in current dialogue about education funding
- Support additional preparation and incentives for math & science instruction and additional student learning opportunities
- Comply with No Child Left Behind Act of 2001

Research, Development, and Commercialization Recommendations

- Provide state funding for research & development
- Extend the R&D tax incentives
- End the taxation of federal SBIR and STTR grants
- Develop a comprehensive strategy for university technological transfer
- Identify needs for specialized infrastructure and facilities for startup technology companies
- Leverage existing health-care infrastructure
- Expand and market existing research capacity

Taxes, Regulations, and Infrastructure Recommendations

- Continue increases in transportation funding
- Extend the R&D tax incentives (include university research facilities as eligible beneficiaries)
- Continue and strengthen the Priorities of Government budget process
- Improve regulatory performance measurement
- Enact the Governor's tax increment financing proposal

Taxes, Regulations, & Infrastructure Recommendations (continued)

- Renew rural R&D & manufacturing tax exemptions
- Bring labor and business together to further reform the workers' compensation system
- Examine alternative state and local tax structures
- Ensure the continued competitiveness of the ports

Higher Ed Access, Funding and Workforce Training Recommendations

- Two major issues:
 - Increase access to colleges and universities sufficient to cover current over-enrollment and projected demographic increases
 - Secure funding sufficient to meet access, quality, workforce training, and competitiveness goals

Increase Access

- Create higher ed expansion plan
- Direct appropriate boards to develop and maintain supply and demand forecasts
- Continue Evans/Gardner plan capital investments
- Increase enrollments & acceleration opportunities

Increase Access (continued)

- Direct HECB to develop a plan to utilize existing capacity in our private colleges and universities
- Monitor and adjust enrollments and acceleration opportunities
- Expand physical capacity, distance learning opportunities, and extended use of existing facilities

Secure Funding

- Prioritize the state's existing resources to provide funding to support additional general and high demand enrollments
- Raise public awareness about the vital role higher education and research play in the social and economic health of our state
- Provide incentives and management flexibility for state colleges and universities to constrain higher education costs

Secure Funding (continued)

- Establish compacts between the state and our public colleges and universities that hold the institutions accountable for meeting specific performance goals in exchange for additional funding and flexibility
- Explore additional tuition-setting authority for institutions; could include a graduated subsidy model (provided that additional financial aid is guaranteed for low/middle-income students)

Secure Funding (continued)

- Secure sufficient revenues to support the higher education expansion plan (combination of sources likely needed)
- Propose a source of revenue to the legislature for higher education; source should have the following attributes:
 - Primarily derived from individuals
 - Non-regressive
 - Responsive to inflation and growth
- Periodic review of performance goals

Next Steps

- Publish final report – due next week
- Next meeting – February 4
 - Review plans for implementing these recommendations
 - Review status of key legislative and administrative proposals
- Reconvene annually to evaluate progress, assess business climate, and consider revisions to these recommendations

Education Trust Fund

“Our investment in Washington’s families, Washington’s future.”

Overall Goals

- Help thousands of low-income children to be better prepared to start Kindergarten and succeed in school.
- Provide the resources our teachers and schools need to help every child meet today's higher academic standards.
- Create the new higher education opportunities our families need to meet the growing demand for a highly educated workforce.
- Invest in university-based research that fuels our economic future.

Overarching Principles

- Provide needed new funding, with strong provisions to prevent supplanting of existing funding.
- Ensure specific provisions for public accountability for how all funds would be spent.
- Maximize opportunities to align institutions (early learning with K-12, K-12 with higher ed, community colleges with 4-years).
- Flexibility in program design to allow local communities to choose among specified uses to meet local early education and K-12 needs.
- Flexibility in program design to allow our public colleges and universities to implement the Legislature’s Master Plan.

Funding

Education Trust Fund to be funded with an increase in the state sales tax of one cent per dollar (state sales tax rate to increase from 6.5 percent to 7.5 percent).

Higher Education Program

Goals

- Increase access to higher education opportunities for students of all ages.
- Increase affordability of higher education opportunities for students and their families.
- Invest in university-based programs and research that fuel economic development in Washington State.

Increase access to higher education opportunities for students of all ages (\$250 million per year in first biennium, \$275 million in subsequent years)

- Funding for an additional 25,000 enrollments in higher education at community and technical colleges, comprehensive and research institutions, at competitive peer rates.
- Funding for an additional 7,000 high demand enrollments, at community and technical colleges, comprehensive and research institutions, including workforce training, nursing, engineering, and teaching, at rates reflecting the true costs of more expensive programs.

Increase affordability of higher education opportunities for students (\$50 million per year)

- Extend Promise Scholarships to top 20% of graduating high school classes, an additional 7,000 students annually, at 100% of community college tuition fees.
- Fully fund State Need Grants at 65% of Median Family Income (including newly eligible and new general and high demand enrollments).
- Loan forgiveness programs for high demand graduates, e.g. K-12 math science, and special education teachers.

Invest in programs that support economic development in Washington State (\$100 million per year in first biennium, \$75 million in subsequent years)

- Support for faculty, leading-edge technology and labs for research that will fuel economic growth and job creation.
- New state matching grant funds that will ensure that our universities continue to rank among the leading research institutions in the nation.

Oversight and Accountability

Within the parameters adopted by the Education Trust Fund's enabling statute, a Citizen Leadership and Oversight Committee is established that will:

- Ensure funds are spent the way citizens approved them.
- Ensure that new funding is not used to “supplant” existing funding.
- Monitor results – and report them to the public and the Legislature.
- Recommend necessary changes to the Governor and Legislature.



January 2004

State Need Grant Update

Executive Summary

In 2002-03, the State Need Grant Program distributed \$104.5 million in grants to about 53,000 students. At the close of the fiscal year, the institutions reported an additional 6,000 enrolled students who were eligible for need grants but did not receive them due to a lack of funds.

For 2003-04, we estimate the program will expend \$114.2 million in grants to about 53,500 students. It is too early in the year to accurately predict the number of eligible enrolled students who will not be given a grant due to a lack of funds. However, the fall progress reports submitted to the Higher Education Coordinating Board by the institutions indicate that there will be unserved students again this year.

W A S H I N G T O N
H I G H E R
EDUCATION
C O O R D I N A T I N G B O A R D

January 2004

State Need Grant Update

Overview

This is an update on the State Need Grant (SNG) program's expenditures and activity. Included is a summary of the 2002-03 year-end reconciled disbursements and a report on 2003-04 activity to date. Currently, 72 institutions participate in the SNG program.

2002-03 Summary

In 2002-03, the Board had a total of \$104.6 million available for awards to students from all sources, including federal matching funds. All but \$110,000 of the total available was delivered to students. The unexpended excess comes from an unanticipated \$236,000 supplemental allocation to the federal Special Leveraging Educational Assistance Partnership (SLEAP) program received after the close of the fiscal year. Attached is a school-by-school table detailing the numbers of students served and dollars disbursed (see Appendix A).

In 2002-03, nearly 100 percent of the appropriation was spent. With the exception of the 1999-2000 academic year, SNG expenditures have always been greater than 99 percent of available funds (see Appendix B).

In 2002-03, the income eligibility cutoff was 55 percent of the state's median family income, or about \$35,000 for a family of four. The grant award amounts varied by sector. As a percentage of tuition, the grant awards ranged from 96.3 percent of tuition at the community colleges to 84.6 percent at the public research institutions.

2002-2003				
Sector	SNG Award Amounts	Average Sector Tuition	Difference between SNG Award and Tuition	SNG Award as a % of Tuition
Research	\$3,798	\$4,489	\$691	84.6%
Regionals	\$3,026	\$3,407	\$381	88.8%
CTC/Private Voc	\$1,908	\$1,982	\$74	96.3%
Private 4 Year	\$4,032	\$4,489	\$457	89.8%
*The maximum grant for SNG recipients at private four-year colleges is limited to the value of tuition and fees at the public four-year research institutions. Therefore, the tuition recognized for private four-year colleges is the same as the public research universities.				

The 2002-03 academic year saw a significant increase in the enrollment of low-income SNG eligible students. By the end of the 2002-03 year, schools reported that about 6,000 additional SNG eligible students had enrolled than could have been predicted at the beginning of the year. These students were eligible for the SNG, but did not receive awards due to a lack of funding.

2003-04 Update

For the 2003-04 academic year, the Board has \$114.2 million available for grants to students, including about \$2.6 million from federal matching funds. The Board staff expects that about 53,500 students will be served with the grant this year. Attached is a table showing each school's current SNG reserve for grants to students (see Appendix C).

The authorizing budget proviso indicated that the Board is to first serve students at the 55 percent income cutoff level. Grants were increased in response to the authorized tuition increases, however, for the second year in a row, the gap between the cost of tuition and the amount of the grant award also increased. For example, the gap for research university students went from \$691 to \$712.

2003-2004				
Sector	SNG Award Amounts	Average Sector Tuition*	Difference between SNG Award and Tuition	SNG Award as a % of Tuition
Research	\$4,081	\$4,793	\$712	85.1%
Regionals	\$3,237	\$3,631	\$394	89.1%
CTC/Private Voc	\$2,062	\$2,142	\$80	96.3%
Private 4 Year	\$4,315	\$4,793	\$478	90.0%
*The maximum grant for SNG recipients at private four-year colleges is limited to the value of tuition and fees at the public four-year research institutions. Therefore the tuition recognized for private four-year colleges is the same as the public research universities.				

Schools are required to submit quarterly Interim Reports detailing their SNG expenditures and the eligibility of their enrolled students. Based on the early November report, it appears that the SNG program will again be 100 percent expended by the end of the 2003-04 academic year.

While the November report comes too early in the processing year to provide a definitive count of unserved students, it appears as though there will again be more SNG eligible students enrolling than there are funds to serve them. The next quarterly Interim Report is due from schools in February.

2002-03 State Need Grant Year-end Statistics

Sector	SNG Amount Awarded to Students	Unduplicated Recipients	Full Time Equivalent Conversion
Research	\$27,823,274	8,618	7,503
Comprehensive	\$20,039,112	7,725	6,649
Reciprocity	\$6,201	4	3
Private Four Year	\$9,703,915	2,859	2,471
Community and Technical	\$43,540,991	31,491	22,511
Private Career	\$3,432,771	2,328	1,791
Total	\$104,546,264	53,025	40,929
Research			
University of Washington	\$16,086,524	4,929	4,350
Washington State University	\$11,736,750	3,689	3,153
Comprehensive			
Central Washington University	\$5,452,603	2,034	1,809
Eastern Washington University	\$5,928,081	2,335	1,965
The Evergreen State College	\$3,073,365	1,179	1,016
Western Washington University	\$5,585,063	2,177	1,859
Reciprocity			
North Idaho College	\$6,201	4	3
Private Four Year			
Antioch University	\$25,000	9	6
Bastyr College	\$165,290	44	40
Cornish College	\$415,631	115	106
Henry Cogswell	\$57,456	14	15
Heritage College	\$1,251,698	418	312
Gonzaga University	\$1,201,612	327	309
Northwest College	\$392,865	114	101
Northwest College of Art	\$15,741	9	9
Pacific Lutheran University	\$1,656,206	475	419
Saint Martin's College	\$580,061	177	150
Seattle Pacific University	\$731,210	217	187
Seattle University	\$1,302,710	385	329
University of Puget Sound	\$421,504	119	109
Walla Walla College	\$490,448	160	123
Whitman College	\$159,526	43	41
Whitworth College	\$836,957	233	216
Community and Technical			
Bellevue Community College	\$1,183,462	902	625
Big Bend Community College	\$957,710	610	482
Cascadia	\$175,777	129	94
Centralia College	\$720,075	574	364
Clark College	\$1,818,153	1,576	986
Columbia Basin College	\$1,374,768	1,075	715
Edmonds Community College	\$1,363,466	928	696
Everett Community College	\$1,061,715	751	525
Pierce Community College	\$1,534,457	1,124	797
Grays Harbor College	\$839,601	619	432
Green River Community College	\$693,130	577	419

Sector	SNG Amount Awarded to Students	Unduplicated Recipients	Full Time Equivalent Conversion
<i>Community and Technical (cont.)</i>			
Highline Community College	\$1,711,083	1,153	863
Lower Columbia College	\$1,165,578	827	599
South Puget Sound Community College	\$1,190,400	907	608
Olympic College	\$1,415,030	1,045	718
Peninsula College	\$706,683	541	384
Seattle Central Community College	\$1,707,601	1,259	909
North Seattle Community College	\$756,302	598	396
South Seattle Community College	\$685,401	494	352
Shoreline Community College	\$1,183,169	861	619
Skagit Valley College	\$1,205,689	861	654
Spokane Community College	\$4,921,096	3,376	2,412
Spokane Falls Community College	\$3,273,818	2,130	1,608
Tacoma Community College	\$2,252,602	1,798	1,234
Walla Walla Community College	\$1,125,899	742	602
Wenatchee Valley College	\$1,303,294	836	647
Whatcom Community College	\$1,076,132	877	607
Yakima Valley College	\$2,070,153	1,385	1,042
Northwest Indian College	\$275,861	210	139
Bates Technical College	\$852,473	591	456
Bellingham Technical College	\$387,166	285	207
Clover Park Technical College	\$1,329,025	977	684
Lake Washington Technical College	\$510,427	352	263
Renton Technical College	\$560,498	415	293
Seattle Vocational Institute	\$153,299	106	80
<i>Private Career Colleges</i>			
ITT Technical Institute-Seattle	\$203,809	162	110
ITT Technical Institute-Spokane	\$359,261	295	192
Business Computer Training Institute	\$1,183,391	688	615
Divers Institute of Technology	\$14,310	9	8
International Air Academy	\$63,095	50	32
Interface Computer School	\$165,217	119	75
Crown College	\$48,178	50	25
Gene Juarez Academy	\$159,193	107	87
Bryman College	\$263,541	197	144
Art Institute of Seattle	\$466,958	316	250
Perry Technical Institute	\$172,833	123	93
Court Reporting Institute	\$137,679	97	70
Clare's Beauty School	\$103,564	54	49
Glen Dow Academy	\$91,742	61	44
2002-2003 SNG Appropriation	\$104,913,000		
Less Administrative Allowance	-\$1,847,326		
Less 1% Transfer (expended as work-study grants to students)	-\$357,000		
Less End-of-Year Refunds From Schools	-\$30,762		
Add Federal LEAP/SLEAP Funds*	\$1,978,359		
Available State funds For Grants	\$104,656,271		
Total Expenditures to SNG Students	\$104,546,264		
Unexpended	\$110,007		
*Includes \$236,000 from an unanticipated federal supplemental SLEAP award received after the close of the fiscal year.			

**State Need Grant General Fund - State Expenditures
Compared to General Fund - State Appropriations
FY 1991 through FY 2003**

Year/Biennium	General Fund – State Appropriation <i>(in millions)</i>	Unspent <i>(in millions)</i>	Percent Expended
1991-93 Biennium	\$42.4	\$0.0	100.0%
1993-95 Biennium	\$95.0	\$0.3	99.7%
FY 1996	\$55.3	\$0.3	99.5%
FY 1997	\$57.2	\$0.0	100.0%
FY 1998	\$67.3	\$0.7	99.0%
FY 1999	\$74.0	\$0.4	99.5%
FY 2000	\$80.2	\$4.1	94.9%
FY 2001	\$87.7	\$0.0	100.0%
FY 2002	\$90.6	\$0.0	100.0%
FY 2003	\$104.9	\$0.11	99.9%

2003-04 State Need Grant Reserves

(as of December 12, 2003)

Sector	Reserves
Research	\$30,690,182
Comprehensive	\$20,612,689
Reciprocity	\$10,000
Private Four Year	\$10,914,995
Community and Technical	\$48,081,861
Private Career	\$3,855,411
Total	\$114,165,138
<i>Research</i>	
University of Washington	\$18,587,314
Washington State University	\$12,102,868
<i>Comprehensive</i>	
Central Washington University	\$5,652,584
Eastern Washington University	\$6,130,394
The Evergreen State College	\$3,038,005
Western Washington University	\$5,791,706
<i>Reciprocity</i>	
North Idaho College	\$10,000
<i>Private Four Year</i>	
Antioch University	\$177,201
Bastyr College	\$169,585
Cornish College	\$413,215
Henry Cogswell	\$63,702
Heritage College	\$1,477,478
Gonzaga University	\$1,197,637
Northwest College	\$560,590
Northwest College of Art	\$22,274
Pacific Lutheran University	\$1,821,038
Saint Martin's College	\$651,332
Seattle Pacific University	\$835,035
Seattle University	\$1,395,339
University of Puget Sound	\$428,239
Walla Walla College	\$526,588
Whitman College	\$158,211
Whitworth College	\$1,017,531
<i>Community and Technical</i>	
Bellevue Community College	\$1,261,635
Big Bend Community College	\$1,143,657
Cascadia	\$225,749
Centralia College	\$785,422
Clark College	\$1,866,964
Columbia Basin College	\$1,501,850
Edmonds Community College	\$1,499,114
Everett Community College	\$1,151,004
Sector	Reserves
<i>Community and Technical (cont.)</i>	
Pierce Community College	\$1,517,009
Grays Harbor College	\$869,801
Green River Community College	\$957,975
Highline Community College	\$1,838,316
Lower Columbia College	\$1,292,291

South Puget Sound Community College	\$1,367,327
Olympic College	\$1,467,312
Peninsula College	\$802,703
Seattle Central Community College	\$1,976,944
North Seattle Community College	\$775,561
South Seattle Community College	\$781,539
Shoreline Community College	\$1,277,132
Skagit Valley College	\$1,467,821
Spokane Community College	\$4,992,659
Spokane Falls Community College	\$3,450,487
Tacoma Community College	\$2,606,597
Walla Walla Community College	\$1,251,522
Wenatchee Valley College	\$1,508,653
Whatcom Community College	\$1,238,885
Yakima Valley College	\$2,565,645
Northwest Indian College	\$309,919
Bates Technical College	\$978,228
Bellingham Technical College	\$437,244
Clover Park Technical College	\$1,389,165
Lake Washington Technical College	\$622,989
Renton Technical College	\$609,953
Seattle Vocational Institute	\$292,789
<i>Private Career</i>	
ITT Technical Institute-Seattle	\$228,259
ITT Technical Institute-Spokane	\$397,867
Business Computer Training Institute	\$1,179,539
Divers Institute of Technology	\$14,088
International Air Academy	\$73,006
Interface Computer School	\$161,584
Crown College	\$49,059
Gene Juarez Academy	\$199,320
Bryman College	\$347,649
Art Institute of Seattle	\$656,546
Perry Technical Institute	\$206,153
Court Reporting Institute	\$137,049
Clare's Beauty School	\$112,999
Glen Dow Academy	\$92,293
** TOTAL **	\$114,165,138
2003-04 SNG State Appropriation	\$111,628,000
Plus Federal LEAP/SLEAP Matching Funds	\$2,599,937
Less Reserved by Board for Transfer Students	-\$62,799
Total Reserved for Schools	\$114,165,138

January 2004

Recommendations for State Need Grant Program Improvements and Related Financial Aid Issues

Background

The State Need Grant (SNG) program is charged with “...assisting financially needy or disadvantaged students domiciled in Washington to obtain the opportunity of attending an accredited institution of higher education...” (RCW 28B.10.800). Over the past 14 months, Board staff have been meeting with a work group of financial aid professionals from all sectors of Washington’s public and independent colleges and universities, as well as representatives from key higher education organizations, to discuss six issues and make recommendations to the Board.

Board staff met with the work group five times between November 2002 and August 2003. Last fall, staff drafted a memorandum to the Board’s Financial Aid Committee summarizing each issue and highlighting requests for Board action or further study. Since that time, members of the work group have reviewed early drafts and suggested changes; all of which have been incorporated in the final memorandum. A copy is included in the Board packet, along with a list of work group members.

Recommendations

As a result of these discussions, the work group recommends changing the SNG program to:

- Allow financial aid officers, on a case-by-case basis, to award the State Need Grant to students pursuing a second associate degree within five years of earning their first associate degree. Current statute prohibits awarding the SNG to students for a second associate degree if they are within five years of earning their first associate degree as a SNG recipient, unless the degrees are earned concurrently.
- Allow a student’s State Need Grant to exceed the amount that the student paid in tuition, provided the grant amount does not exceed tuition by more than \$50. Current rules (WAC 250-20-041) do not permit the base SNG to exceed the actual tuition and fees charged to the eligible student. The Community and Technical College (CTC) system charges tuition on a per-credit basis, and although the SNG amount for students at community and technical colleges is based on 15 credits, a student is considered fulltime for financial aid purposes at 12 credits – which is the financial aid standard for minimum fulltime enrollment. The proposed change would allow full-time SNG recipients taking between 12 and 14 credits at a CTC to receive a full SNG.

The work group also recommends that Board staff study the following issues for later consideration:

- Whether the SNG program should better address the needs of students who attend community and technical colleges less than half time (six credits) for basic skills and job training. Current rules limit SNG awards to students attending half time or more.
- Whether the SNG award amounts for non-state supported private career colleges should continue to be tied to the price of tuition at state supported community and technical colleges, or whether they should better reflect those colleges' higher costs.
- The cost to the state to fund the SNG for students who attend 12 months in an academic year. Currently, the state allocates SNG funds to colleges based on the anticipated eligibility of students for a 9-month academic year.
- If funds are provided for year-round attendance, to what extent would that change in policy increase the risk of SNG underexpenditures, and is it possible to safeguard the program from that risk.

Next steps

No Board action is required at this time. HECB staff request direction to take steps to amend SNG rules to allow a student's SNG to exceed the amount that the student paid in tuition, provided the grant amount does not exceed tuition by more than \$50. The proposed timeline for this rules change follows.

In addition, HECB staff are working on an amendment to RCW28B.10.808 that would allow the Board to adopt rules establishing criteria under which students with unusual mitigating circumstances could be exempted from the associate degree limitation.

Timeline: Rules Change – State Need Grant

July 2003	Filed CR 101 – Preproposal statement.
January 17, 2004	File CR 102 – Proposed Rules to be filed.
February 17, 2004	Proposed rules presented to HECB members.
February 24, 2004	Public Hearing – to be held at HECB offices. Last day for written comments.
March 25, 2004	Board considers final rules.
April 25, 2004	Permanent rules become effective.

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January 8, 2004

TO: The Financial Aid Committee of the Higher Education Coordinating Board

FROM: State Need Grant Work Group (*membership list attached*)

SUBJECT: RECOMMENDATIONS FOR STATE NEED GRANT PROGRAM IMPROVEMENTS AND RELATED FINANCIAL AID ISSUES

Background

The State Need Grant (SNG) program is charged with “assisting financially needy or disadvantaged students domiciled in Washington to obtain the opportunity of attending an accredited institution of higher education.” (RCW 28B.10.800). Over the past 14 months, Board staff have been meeting with a work group of financial aid professionals from Washington colleges and universities and representatives from state and private higher education organizations to discuss six issues and recommend Board action or further study.

As a result of these discussions, Board action is recommended on two issues:

- Eligibility limit of one associate degree in five years
- Recognition of the price of 15 credits for CTC maximum award amount

Two issues warrant further study, but no Board action is recommended:

- State Need Grant award amount policy
- Fund allocations for year-round attendance

Although discussed in depth, no further study or Board action is recommended on the final two issues:

- Eligibility limit of 125 percent of program length
- Dependent Care Allowance

Recommendations for Board Action

Eligibility limit of one associate degree in five years

Current policy: A State Need Grant (SNG) recipient is not allowed to begin a new associate degree program within five years of completing a previous associate degree as a need grant recipient unless the degrees are earned concurrently.

Recommendation: The work group recommends that the SNG program allow aid administrators to exercise professional judgment, on a case-by-case basis, to award the SNG to students pursuing a second associate degree within the five-year window. The work group and HECB staff would develop procedures for tracking the frequency and circumstances under which the exception is used. HECB staff would monitor the use of the exception and periodically report to the Board on its use.

Discussion summary: The financial aid community believes this restriction prevents some students from attaining their educational goals in an efficient and affordable manner. For example, a student who receives a technical associate degree may find, within the five-year time frame, that his or her career path requires a bachelor's degree, and the student will need to take additional lower-division coursework. Current statute allows the student to receive the SNG at a four-year school while working on lower-division coursework, but does not permit the student to receive SNG to complete the same lower-division coursework at a community college

Additionally, some students complete an associate degree intending to transfer to a four-year baccalaureate program, but within five years decide to instead pursue a technical degree. That student also is currently ineligible to receive the SNG at the two-year school.

In many cases, a student's desire to take additional associate degree coursework at a community college is motivated by changing economic forces in the employment market, or by limited transfer opportunities.

The aid community concurred that any change to current practice should be made in the context of a renewed focus on accountability and an effort to ensure that students complete their programs efficiently. Any change to the five-year restriction should be for special circumstances, and should not provide additional assistance for "lingering students."

Recognition of the price of 15 credits for CTC maximum award amount

Current policy: A student taking 12 or more credits at a community or technical college is considered full time for financial aid purposes. Meanwhile, the SNG formula assumes a full-time student is taking 15 credits. As a result, the calculated award for a student enrolled for 12, 13, or 14 credits at a community or technical college slightly exceeds the amount paid in tuition.

Recommendation: The work group recommends changing program rules to allow a student's State Need Grant to exceed the amount that student paid in tuition – provided the grant amount does not exceed tuition by more than \$50. Board staff and the work group agreed that this is a short-term solution to address differential tuition at community or technical colleges. The work group further recommends that the Board review this policy annually in determining the maximum SNG award amounts, to ensure optimum use of funding and equitable distribution between the institutional sectors.

Discussion summary: Prior to fall 1999, the community and technical colleges used the same method to calculate tuition and fees as the other public institutions: students taking at least 10 credits were considered full time, and did not pay additional tuition until the students reached the 18th credit. In 1999, the community and technical college system decided to charge a per-credit rate – regardless of the number of credits taken. The plan laid out a proposed 10-year implementation period and called for the policy to be reviewed annually. During the phase-in period, the schools are charging one per-credit rate for credits one through ten, and a different, lower rate, for the 12th through 18th credits.

In the summer of 2002, when the HECB was establishing grant amounts for the upcoming academic year, the Board elected to recognize the cost of 15 credits of community and technical college tuition as the full-time tuition rate for the purpose of setting the State Need Grant award. This decision was based on the fact that a student must enroll in 15 credits per quarter to earn an associate degree in six quarters (two academic years). Although the grant amount is based on 15 credits, a student is considered full time for financial aid purposes at 12 credits – which is the financial aid regulatory standard for minimum full-time enrollment.

The group discussion revolved around two views. First, tuition is a mechanism for establishing grant amounts; the grant itself is not meant to pay tuition exclusively. The grant is provided to needy students for all educational costs, of which tuition is only a part. Therefore, a full-time grant exceeding the actual tuition paid by an individual student would be consistent with program intent, because the grant amount does not exceed the student's financial need and does not exceed the maximum full-time tuition rate for that sector.

Second, there was concern that allowing any student to receive a grant that exceeds the actual amount of tuition is not the best use of program funds, when many eligible students are turned down every year due to a lack of funds. Also, grant amounts have not reached their statutory goal of being equal to 100 percent of tuition at the public higher education institutions.

The group concluded that the best approach at this time would be to amend the program rules to allow the grant amount to exceed tuition by an amount not exceeding \$50, and monitor this issue annually to assess its impact on the program.

For the 2003-04 academic year, the grant amount for a student enrolled in 12 credits at a community and technical college will exceed tuition by \$5 per quarter. Based on information provided by the institutions, the total cost the to program will be slightly less than \$40,000. The group did not see this as a material issue for this academic year.

Recommendations for further study

State Need Grant award amount policy

Current policy: State Need Grant award amounts are linked to 100 percent of full-time tuition at the public institutions. Amounts vary by type of institution (community and technical, private career colleges, public comprehensive, public research, and independent). In addition, the program is designed to complement federal grant programs that are targeted to more traditional students who are enrolled at least half time.

Recommendation: Two key questions need additional study:

- Should the program better address the needs of students who attend community and technical colleges, at a less than half-time rate, for basic skills and job training?
- Should the grant amounts for non-state supported private career colleges continue to be tied to the price of tuition at the state-supported community and technical colleges, or should they better reflect those schools' higher costs?

Discussion summary: Overall, the work group supports current policy, citing clarity as one of its strengths. The program is easily understood by policymakers, and has helped place Washington State at the forefront in aligning tuition decisions and funding for need-based aid. The group agreed that changes to current policy should maintain this simplicity.

The community and technical colleges raised the concern that because the SNG program is designed to complement federal grant aid programs that are targeted to more traditional students enrolled at least half time, it does not address the needs of students attending community and technical colleges for basic skills and job training. Although this policy serves the state well in leveraging federal aid funds, the state should consider providing financial assistance to low-wage adult learners who attend college less than half time and want to improve their job skills.

Additionally, the private career colleges raised concerns about the SNG award amount being tied to tuition at community and technical colleges – which is significantly less than the price of their schools. A suggested alternative would link the award amount to the tuition recognized by the SNG program at private four-year colleges. The group reached no conclusions on this issue.

Fund allocations for year-round attendance

Current policy: The HECB calculates the amount of SNG funds allocated to each institution based on the eligibility of students for a nine-month academic year.

Recommendation: A change to the allocation model could provide funding based on the numbers of eligible students enrolled over a 12-month academic year, but there should be no such change without sufficient funding to provide grants to students who attend year round.

Further analysis is needed to determine:

- The cost of providing additional funds for year-round students.
- The extent to which such a change in the allocation would increase the risk of SNG underexpenditures and how to safeguard the program from this risk.

Board staff should discuss the potential for a change to the allocation model to allow funding for students to receive State Need Grant year round. The change should be considered in the development of the agency's budget request for the 2005-07 biennium, and should be part of a broader discussion on how grant policy can improve upper division enrollment, increase student efficiency, support higher enrollments, and other related issues.

Discussion summary: Representatives of some four-year publics indicated that many students now attend year round. All but one of the private career colleges enroll students year round; they would support this change as a more equitable method for distributing funds.

The work group and Board staff discussed a number of possible scenarios for serving students year round. Some members said it was important to document the need for additional funds to cover the cost of the change, and to request funds from the Legislature; any change in the allocation should not be made at the expense of "academic year" students. Summer should not be treated as a "bonus" if funds are left over; schools should be able to count on summer funding.

Some suggested that, with additional funding to cover year-round students, the formula itself would not have to be changed. The distribution itself could be based on the current nine-month allocation model.

Members also speculated that a change in the model may not add real expense, but might simply shift when funds are expended. This assumes that SNG recipients who attend during summer will complete their programs sooner. This item needs further study to quantify whether there will be a cost, and how much.

And members pointed to the difficulty of current state requirements to spend SNG funds "to the dollar" each fiscal year – a difficulty that would be exacerbated by adding an expectation for funding all eligible students during the summer. This kind of model would probably work only if the Board had the flexibility to carry funds forward from the previous fiscal year. Without that, the risk of underutilization may be too great.

Issues not requiring Board action or further study

Eligibility limit of 125 percent of program length

Current policy: State Need Grant recipients may receive the grant for periods of enrollment up to 125 percent of the length of their program of study. Students pursuing an associate's degree, for example, may receive the award for up to two and a half years; baccalaureate students may receive it for up to five years.

Discussion summary: The Legislature adopted the 125 percent requirement in 1999; the Board advocated for the federal standard of 150 percent of program length. Changing the SNG standard to parallel the federal standard could relieve administrative burdens and create more cohesiveness across aid programs.

The 150 percent federal standard is a maximum; schools may apply a stricter standard for federal programs. Some schools use the federal standard for all programs but SNG. Other schools use the stricter SNG requirement for all programs, either to eliminate the administrative burden of managing two standards or as an enrollment management tool to improve graduation efficiency indices and provide more space for students.

State Need Grant administrators may apply “professional judgment” to extend eligibility beyond the 125 percent standard for exceptional cases. Such actions create additional administrative burdens that would be eliminated if the state and federal policies were the same.

Some members noted that this is an environment of limited funding where significant numbers of eligible students are already not served. Extending the eligibility period of recipients will translate into more eligible students who cannot be served.

During the period of the work group discussions, lawmakers passed Senate Bill 5135, requiring public colleges and universities to develop policies to ensure timely program completion. In its original form, the bill would have required resident students with more than 125 percent of the credits needed for a degree or certificate to pay the full cost of instruction — not just state-subsidized tuition.

Although having two standards is administratively burdensome, lawmakers have made clear — with the passage of SB 5135 — their desire to tackle the “excess credit problem.” A request to the Legislature to extend the SNG standard to match the federal standard would not likely gain support from key lawmakers.

The work group issued no recommendation for Board action or further study at this time.

Dependent Care Allowance

Current policy: Recipients of the SNG Dependent Care Allowance (DCA) are required to provide documentation of their dependent care costs.

Discussion summary: The work group weighed the issue of whether the supplemental award provided through the DCA was intended to offset higher living costs for families with children or simply cover the need for childcare and other direct dependent costs related to completing an education.

Members said that in the early years of the DCA, assistance for dependent care was more readily available from other sources; in recent years, there have been reductions in available assistance.

Most aid administrators indicated that many students either can't or don't document their need for the DCA. Some favored reserving the DCA for students who document the need for it; others wondered how many unserved students could be awarded, or how much base SNG amounts could be increased if funds were not used for the DCA.

Members also discussed ways for aid offices to collaborate with other funding sources for child care costs — such as applying for federal and state child care grant programs and helping to raise funds for the newly-adopted privately funded child care grant program for SNG recipients with children.

Some members questioned whether the DCA should be considered a role of the state's basic financial aid program (i.e., the SNG program?).

Following discussion, members reached a general consensus that DCA recipients should continue to document need for the supplemental award. Although the allowance is minimal, the current policy responds to needs not meant by other resources.

The work group issued no recommendation for Board action or further study at this time.

Attachment

State Need Grant Policy Discussion Group Members

Higher Education Agencies/Boards

Terry Teale	Council of Presidents
Cynthia Morana	Council of Presidents
Violet Boyer	Independent Colleges of Washington (ICW)
Sandra Wall	State Board Community & Tech. Colleges
Sally Hanson	State Board Community & Tech. Colleges
Nani Jackins Park	State Board Community & Tech. Colleges
Gena Wikstrom	WA Federation of Private Career Schools & Colleges

Financial Aid Directors:

Agnes Canedo	Central Washington University
Bill Chaney	Lake Washington Tech. College
Bruce DeFrates	Eastern Washington University
Carla Idohl-Corwin	South Puget Sound C.C.
Cheryl Reid	Seattle Central Community College
Clara Capron	Western Washington University
Diana Ball	Divers Institute
Jeff Clark	Business Computer Tech. Inst. (BCTI)
Jim White	Seattle University
Karen Driscoll or Jill Shanker	Spokane Falls Community College
Karen Specht	Clover Park Tech. College
Kay Lewis	University of Washington
Kay Soltis or Ron Noborikawa	Pacific Lutheran University
Laura Pendleton	Heritage College
Brian Shirley	The Evergreen State College
Suzanne Scheldt	North Seattle Community College
Suzy Taylor	International Air Academy
Terri Odell	ITT Technical Institute-Bothell
Tomas Nichol	Bryman College
Venetta Miller	Perry Technical Institute
Wayne Sparks	Washington State University

HECB STAFF

Becki Collins	Director of Education Services
Gary Benson	Sr. Policy Associate
John Klacik	Associate Director-SNG/Financial Aid
Ruta Fanning	Deputy Director (now Interim Exec. Director)

LEGISLATIVE STAFF/OFM

Barbara McLain	Research Analyst - House Higher Education Committee
Jean Six	Senate Staff for Higher Education
Susan Howson	House Fiscal Analyst for Higher Education
Debra Merle	OFM – Executive Policy Advisor

State Need Grant Work Group: Recommendations for Continuous Improvement



January 15, 2004

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State Need Grant (SNG) Work Group

- Representatives from all sectors, higher education stakeholders, legislative staff
- Met five times since November 2002
- Discussed several issues
- Requests Board action to make two changes to the program
- Several issues for further study

Work Group Recommendation: Allow 2 associate degrees in 5 years

Current law:

Requires SNG recipients to wait 5 years after earning their first associate degree before pursuing a second with SNG funding.

Discussion highlights:

Aid officers believe current law limits some students from achieving their educational goals efficiently and inexpensively. Allowing some students a second associate degree reflects real economic and employment needs.

Recommendation:

Seek a regulatory change to allow aid officers to award SNG to students pursuing a second associate degree within 5 years of earning their first, on a case-by-case basis.

HECB Financial Aid Committee Recommendation

- Financial Aid committee does not wish to pursue this program change at this time.
- No change in eligibility so long as there are eligible students going unserved due to lack of funding.
- Could be reconsidered as part of biennial budget request.

Work Group Recommendation: Allow SNG to exceed cost of tuition

Current rules:

Require that the grant not exceed the value of tuition and fees.

Discussion highlights:

Current rules affect community college students who pay slightly lower tuition when enrolled for 12 to 14 credits. A change would allow a small number of students to get grants worth slightly more than tuition.

Recommendation:

Change the program rules to allow the SNG to exceed tuition by up to \$50 and monitor the issue annually to assess its impact.

Issues for further study

- Whether the SNG should be available to students who attend less than half time (six credits) and are pursuing basic skills and job training
- Whether grant amounts at private career colleges should be tied to tuition at public two-year colleges
- The costs and risks of allocating SNG funds to colleges based on student eligibility for year-round attendance – instead of the current allocation model based on 9-month attendance

Issues not requiring further action or study

- Work group members discussed changing SNG eligibility period from 125 to 150 percent of the time required to complete a program, but recognized the Legislature was seeking to motivate student behavior toward quicker – not lengthier – program completion
- Members discussed and decided to maintain current SNG policy to require recipients of the Dependent Care Allowance to provide documentation of dependent care expenses

**Thanks to all who participated in the work group.
We look forward to more opportunities to
bring improvements to our programs.**